

Kentucky Career and Technical Education Curriculum Alignment Resource



FOOD AND NUTRITION

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

COLLEGE/UNIVERSITY: Sullivan University

HIGH SCHOOL (S):

CLUSTER: Human Services

PATHWAY: Culinary Arts / Hospitality Management

PROGRAM: Family & Consumer Sciences - Culinary & Food Services

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
SECONDARY	9	English 1 or Adv	Algebra 1/2 or Geometry	Prin of Science or Ap Human Geo	Human Geography	Health & PE	Arts & Humanities	Digital Literacy	FACS Essentials	
	10	English 2 / Adv English 2	Geometry, Algebra 2	Biology / Chemistry	World Civ / AP World Civ	World Language I	Principles of Marketing	Principles of Hospitality	Foods & Nutrition	
	11	English 3 / AP English Language	Precal, Applied math, etc.	Chemistry / Physics	US History / AP US History	World Language II	Advanced Foods & Nutrition	Culinary Arts I	Culinary Arts I	ServSafe Certification, AAFCS Pre-PAC (Culinary Arts), Articulation Credit
	12	English 4 / AP English Lit	Math Elective	Science Elective	Business Management	Nutritional Food Science	Specialized Services in Hospitality	Culinary Arts II	Culinary Arts II WBL / Co-op	
POSTSECONDARY	Year 13	Applied Culinary Mathematics	English Comp 1 and Computer Applications	Basic Culinary Theory and Basic Culinary	Purchasing and Food Service Sanitation	Basic Nutrition	International Cuisine and Advanced	Information Literacy and Spanish for	Baking Science and Baking 1 Lab	
	Year 14	Public Speaking	English Comp 2	Garde Manger Theory and Lab	Food and Beverage Control	Culinary Arts in Dining Service	International Cuisine and Advanced	Wines and Spirits and Hospitality	Restaurant Practicum	A.S.Culinary Arts
	Year 15	Human Resource in the Hospitality	Principles of Hospitality Management	Quality Service Management	International Travel and Tourism	Human Resource Leadership	Analysis of Management systems	Computer Applications and Gastronomic	300 or 400 level elective hrs. "12"	
	Year 16	Marketing Hospitality and Hospitality	Marketing Management and Research	Strategic Planning/Legal and Ethical	Industrial Relations	Compensation Management	Records Management	Electives	Electives	B.S. Hospitality Management



CCTI

College and Career Transitions Initiative

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Required Courses
Recommended Elective Courses
Other Elective Courses
Required Career and Technical Education Courses
Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)
(◆=High School to Comm. College) (● =Com. College to 4-Yr Institution) (■ = Opportunity to test out)
Mandatory Assessments, Advising, and Additional Preparation ☒

Note: Categories of courses (e.g. Required, Recommended Electives, other Electives and career and Technical Education) apply to both secondary and postsecondary levels.

FOODS & NUTRITION

Course Description:

This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.

Grade Level: 10-12

Credits: 0.5 – 1.0

Technical Content / Process

Students will:

1. determine how changes in technology have increased food choices.
2. identify physical, social, cultural and economic influences and trends related to food choices.
3. explain how digestion turns food into usable nutrients (digestion, absorption, metabolism).
4. propose a balanced meal plan using the Dietary Guidelines for Healthy Living/Myplate.gov
5. examine how personal food choice affects nutrition, personal wellness and maintaining a healthy weight.
6. research various eating disorders and identify sources of help.
7. demonstrate and/or practice basic cooking methods to prepare a variety of foods.
8. identify and use basic kitchen equipment and tools.
9. managing a safe, effective and productive lab while utilizing teamwork.
10. practice measuring techniques for liquid and dry ingredients.
11. change yield of recipe.
12. inspect food labels for nutrition and food additives.
13. recognize the value of following a shopping plan for food.
14. calculate the difference in cost and identify variances in nutrition among semi-prepared, fully prepared convenience meals, fast food or other quick service meals, and home prepared foods.
15. calculate unit price, using comparison shopping methods, compare labels to create a meal plan based on cost and personal nutrition needs.
16. examine and select convenience foods according to time saved, the cost and the quality.
17. identify and practice various types of food presentation techniques.
18. practice dining etiquette and table set up when eating at a restaurant or in the home.
19. demonstrate waste disposal and recycling methods.
20. demonstrate proper safety, sanitation, storage and preparation techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
21. categorize careers in nutrition/food service according to skill required and type of job.
22. assess employment opportunities and preparation requirements.
23. demonstrate employability and social skills relevant to the career cluster.
24. demonstrate safe, sanitary work habits required by the field.
25. demonstrate written, verbal and non-verbal communication skills.
26. demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.
27. apply time management skills.
28. apply math, science and communication skills within technical content.
29. demonstrate employability and social skills relevant to the career cluster.
30. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Food Choices & The Importance of Food</u>				

Technical Content

- 1. Students will determine how changes in technology have increased food choices.
- 2. Students will identify physical, social, cultural and economic influences and trends related to food choices.
- 28. Students will apply math, science and communication skills within technical content.

National Standards

9.3.1 - Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

KY Academic Standards (Big Idea)

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #1 – Write arguments based on discipline-specific content.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills and Knowledge

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- ICT (Information, Communications, and Technology) Literacy
- Social and Cross-Cultural Skills

KOSSA Standards

- 3002.AA.1 Utilize effective verbal and non-verbal communication skills
- 3002.AA.2 Participate in conversation, discussion, and group presentations
- 3002.AA.3 Communicate and follow directions/procedures
- 3002.AB.1 Locate and interpret written information
- 3002.AB.3 Identifies relevant details, facts, and specifications
- 3002.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 3002.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 3002.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3002.AC.3 Implement effective decision-making skills
- 3002.AF.1 Recognize the potential risks associated with Internet use
- 3002.OJ.1 Conduct nutritional screening
- 3002.OJ.2 Use nutritional information in care planning
- 3002.OJ.3 Utilize a selective menu
- 3002.OJ.4 Select appropriate nourishment based on nutritional needs
- 3002.OJ.5 Instruct individuals on nutrition for health maintenance and disease prevention
- 3002.OK.1 Utilize various factors that affect food preferences in the marketing of food
- 3002.OM.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices

Learning Targets - Click here to view Sample Learner Activities

- Describe what influences the foods that one chooses to eat.
- Analyze the four reasons why people eat food (social, emotional, physical, cultural).
- Describe food customs in the U.S. and regional cuisine.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Kitchen Safety & Sanitation</u>				

Technical Content

- 9. Students will managing a safe, effective and productive lab while utilizing teamwork.
- 19. Students will demonstrate waste disposal and recycling methods.
- 20. Students will demonstrate proper safety, sanitation, storage and preparation techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
- 24. Students will demonstrate safe, sanitary work habits required by the field.
- 26. Students will demonstrate and practice knowledge of food service safety and sanitation procedures and the factors that contribute to food borne illnesses.
- 28. Students will apply math, science and communication skills within technical content.

National Standards

- 8.2.1 - Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.2 - Employ food service management safety/sanitation program procedures, including CPR and first aid.
- 8.2.3 - Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.
- 8.2.4 - Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
- 8.2.5 - Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 8.2.6 - Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
- 8.2.8 - Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8.3.3 - Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 9.2.1 - Analyze factors that contribute to food borne illness.
- 9.2.4 - Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.
- 9.2.5 - Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 9.2.6 - Demonstrate standard procedures for receiving and storage of raw and prepared foods.
- 9.2.9 - Demonstrate waste disposal and recycling methods.
- 9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.

KY Academic Standards (Big Idea)

Safety (Health Education) - Practical Living
Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Safety and Ethical/Social Issues - Technology
Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #6 – Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills and Knowledge

- Health Literacy
- Environmental Literacy
- ICT (Information, Communications, and Technology) Literacy
- Initiative and Self-Direction

KOSSA Standards

- 3002.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3002.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3002.AC.3 Implement effective decision-making skills
- 3002.EN.1 Assume responsibility for safety of self and others
- 3002.EN.2 Follow safety guidelines in the workplace
- 3002.EN.3 Manage personal health and wellness
- 3002.OB.1 Determine pathogens found in food and their role in causing illness
- 3002.OB.4 Use Hazard Analysis Critical Control Point (HACCP) principles and procedures to minimize the risks of food-borne illness
- 3002.OB.6 Demonstrate proper receiving and storage of both raw and prepared foods
- 3002.OB.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products

- 3002.OB.10 Demonstrate waste disposal and recycling methods
- 3002.OB.11 Demonstrate ability to maintain necessary records to document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation
- 3002.OC.1 Operate tools and equipment following procedures and OSHA requirements
- 3002.OC.2 Maintain tools and equipment following safety procedures and OSHA requirements
- 3002.OC.3 Demonstrate procedures for cleaning and sanitizing equipment
- 3002.OC.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods
- 3002.OC.5 Demonstrate procedures for storage of equipment and tools
- 3002.OC.6 Apply and use laboratory techniques safely
- 3002.OL.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation
- 3002.OP.1 Determine conditions and practices that promote safe food handling
- 3002.OP.2 Appraise safety and sanitation practices throughout the food chain
- 3002.OP.5 Monitor foodborne illness as a health issue for individuals and families

Learning Targets - [Click here to view Sample Learner Activities](#)

- Analyze the symptoms, causes, and prevention of foodborne illnesses.
- Demonstrate precaution steps taken in the foods lab to prevent accidents.
- Evaluate refrigerator and freezer storage to demonstrate rotation and proper handling.
- Recommend ways to safely preserve food in the home.
- Distinguish the cooking and storage times for hot and cold foods.
- Identify ways to prevent cross-contamination.
- Summarize ways to cook, thaw, and serve foods safely.
- Explain the characteristics of a work triangle.
- Identify proper kitchen waste disposal and recycling.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Cooking Methods & Techniques</u>				

Technical Content

- 7. Students will demonstrate and/or practice basic cooking methods to prepare a variety of foods
- 8. Students will identify and use basic kitchen equipment and tools.
- 10. Students will practice measuring techniques for liquid and dry ingredients.
- 11. Students will change yield of recipe.
- 17. Students will identify and practice various types of food presentation techniques.
- 18. Students will practice dining etiquette and table set up when eating at a restaurant or in the home.
- 27. Students will apply time management skills
- 28. Students will apply math, science and communication skills within technical content.

National Standards

- 8.3.1 - Operate tools and equipment following safety procedures and OSHA requirements.
- 8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.2 - Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using
- 8.5.3 - Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.5.12 - Demonstrate professional plating, garnishing, and food presentation techniques.
- 8.5.14 - Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 9.3.3 - Apply principles of food production to maximize nutrient retention in prepared foods.
- 9.3.5 - Analyze recipe/formula proportions and modifications for food production.
- 9.5.3 - Prepare food for presentation and assessment.
- 9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.
- 9.6.4 - Create standardized recipes.
- 9.6.9 - Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

English/Language Arts Standards

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.

Reading / 11-12 / #6 – Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.

Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics Standards

CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

21st Century Skills and Knowledge

- Global Awareness
- Health Literacy
- ICT (Information, Communications, and Technology) Literacy
- Productivity and Accountability

KOSSA Standards

- 3002.AA.3 Communicate and follow directions/procedures
- 3002.AB.1 Locate and interpret written information
- 3002.AB.4 Record information accurately and completely
- 3002.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 3002.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 3002.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
- 3002.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
- 3002.AD.3 Make reasonable estimates
- 3002.EB.1 Abide by workplace policies and procedures
- 3002.EC.2 Use language and manners suitable for the workplace
- 3002.EC.3 Demonstrate polite and respectful behavior toward others

- 3002.EC.5 Demonstrate pride in work
- 3002.OE.1 Demonstrate skills in knife, tool, and equipment handling
- 3002.OE.2 Demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies
- 3002.OE.5 Prepare various meats, seafood, and poultry
- 3002.OE.6 Prepare various stocks, soups, and sauces
- 3002.OE.7 Prepare various fruits, vegetables, starches, and farinaceous items
- 3002.OE.8 Prepare various salads, dressings, and spices
- 3002.OE.9 Prepare sandwiches, canapés, and appetizers
- 3002.OE.10 Prepare baked goods and desserts
- 3002.OE.11 Prepare breakfast meats, eggs, cereals, and batter products
- 3002.OE.12 Demonstrate food presentation techniques
- 3002.OI.4 Monitor recipe/formula proportions and modifications for food production
- 3002.OL.4 Create standardized recipes
- 3002.OK.3 Prepare food for presentation and assessment
- 3002.OE.3 Utilize weights and measures to demonstrate proper scaling and measurement technique

Learning Targets - [Click here to view Sample Learner Activities](#)

- Explain various basic cooking techniques.
- Demonstrate how to properly use various kitchen tools and equipment.
- Explain the difference in measuring dry ingredients versus liquid ingredients.
- List the six types of information that a recipe provides.
- Demonstrate how to change the yield of a recipe.
- Compare and contrast the various recipe formats.
- Model proper cutting and mixing techniques.
- Practice various types of food presentation techniques.
- Apply appropriate table manners in a variety of settings.
- Construct a proper table setting.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Nutrition & Wellness</u>				

Technical Content

- 3. Students will explain how digestion turns food into usable nutrients (digestion, absorption, metabolism).
- 4. Students will propose a balanced meal plan using the Dietary Guidelines for Healthy Living/Myplate.gov
- 5. Students will examine how personal food choice affects nutrition, personal wellness and maintaining a healthy weight.
- 6. Students will research various eating disorders and identify sources of help.
- 12. Students will inspect food labels for nutrition and food additives.
- 28. Students will apply math, science and communication skills within technical content.

National Standards

- 8.2.5 - Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- 8.5.14 - Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 9.3.1 - Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
- 9.3.2 - Analyze nutritional data.
- 9.3.6 - Critique the selection of foods to promote a healthy lifestyle.
- 9.4.1 - Analyze nutritional needs of individuals.

KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

English/Language Arts Standards

- CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technical Literacy Standards

- Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

- CC.9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Health Literacy
- ICT (Information, Communications, and Technology) Literacy
- Productivity and Accountability

KOSSA Standards

- 3002.AA.2 Participate in conversation, discussion, and group presentations
- 3002.EN.1 Assume responsibility for safety of self and others
- 3002.EN.3 Manage personal health and wellness
- 3002.OM.1 Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness
- 3002.OM.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices
- 3002.OM.3 Examine the governmental, economic, and technological influences on food choices and practices
- 3002.OM.4 Investigate the impact of global/local events and conditions on food choices and practices
- 3002.OM.5 Examine legislation and regulations related to nutrition and wellness issues
- 3002.ON.1 Assess the effect of nutrients on health, appearance, and peak performance
- 3002.ON.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span
- 3002.ON.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness
- 3002.ON.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness
- 3002.OL.1 Build menus to customer/client preferences
- 3002.OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 3002.OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs
- 3002.OO.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods
- 3002.OQ.12 Describe the immune system, the digestive system, selected diseases, and the cause of weight gain/loss

Learning Targets - [Click here to view Sample Learner Activities](#)

List and analyze the six essential nutrients.

Explain the Dietary Guidelines for Americans.

Create a healthy meal plan based upon gender, age, height, weight, and activity level.

Identify the various food groups and evaluate how foods are characterized.

Evaluate a person's diet in relationship to MyPlate.gov.

Analyze information found on a nutrition label.

Justify a food's nutritional value, based on the food label.

Examine the process of digestion.

Identify eating disorders and explain their symptoms, causes, and solutions.

Discuss reasons for and causes of the overweight epidemic.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Food Planning</u>				

Technical Content

- 13. Students will recognize the value of following a shopping plan for food.
- 14. Students will calculate the difference in cost and identify variances in nutrition among semi-prepared, fully prepared convenience meals, fast food or other quick service meals, and home prepared foods.
- 15. Students will calculate unit price, using comparison shopping methods, compare labels to create a meal plan based on cost and personal nutrition needs.
- 16. Students will examine and select convenience foods according to time saved, the cost and the quality.
- 28. Students will apply math, science and communication skills within technical content.

National Standards

- 8.5.13 - Examine the applicability of convenience food items.
- 9.3.4 - Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
- 9.5.1 - Analyze various factors that affect food preferences in the marketing of food.
- 9.6.7 - Implement procedures that provide cost effective products.

KY Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies
Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Technical Literacy Standards

- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics Standards

- CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- CC.9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

21st Century Skills and Knowledge

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- ICT (Information, Communications, and Technology) Literacy

KOSSA Standards

- 3002.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
- 3002.AD.3 Make reasonable estimates
- 3002.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3002.AD.5 Use deductive reasoning and problem-solving in mathematics
- 3002.AE.2 Identify the components of a budget and how one is created
- 3002.AE.5 Demonstrate ability to meet financial obligations
- 3002.ED.3 Work within budgetary constraints
- 3002.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities
- 3002.OF.1 Apply principles of purchasing and receiving in food service operations
- 3002.OE.13 Examine the applicability of convenience food items
- 3002.OL.1 Build menus to customer/client preferences
- 3002.OI.2 Appraise and interpret nutritional data
- 3002.OI.5 Critique the selection of foods to promote a healthy lifestyle
- 3002.OJ.2 Use nutritional information in care planning
- 3002.OJ.3 Utilize a selective menu
- 3002.OJ.4 Select appropriate nourishment based on nutritional needs
- 3002.OJ.5 Instruct individuals on nutrition for health maintenance and disease prevention
- 3002.OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 3002.OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs
- 3002.OO.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods
- 3002.OM.1 Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness

Learning Targets - [Click here to view Sample Learner Activities](#)

- Demonstrate how to calculate unit pricing when shopping for food.
- Explain how to plan your shopping to be an effective consumer.
- Identify various ways to shop and choose foods that are cost effective.
- Explain how to make wise decisions related to food choices.
- Discuss choices of food consumption, managing from home preparation to dining out.
- Evaluate nutritional and cost variances among semi-prepared / fully-prepared convenience meals and home-prepared meals.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Food Preparation</u>				

Technical Content

- 7. Students will demonstrate and/or practice basic cooking methods to prepare a variety of foods.
- 8. Students will identify and use basic kitchen equipment and tools.
- 9. Students will managing a safe, effective and productive lab while utilizing teamwork.
- 10. Students will practice measuring techniques for liquid and dry ingredients.
- 17. Students will identify and practice various types of food presentation techniques.
- 20. Students will demonstrate proper safety, sanitation, storage and preparation techniques in handling food from purchase, preparation, cooking, cooling, to reheating.
- 24. Students will demonstrate safe, sanitary work habits required by the field.

National Standards

- 8.5.5 - Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- 8.5.7 - Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- 8.5.11 - Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- 8.5.14 - Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.
- 9.5.3 - Prepare food for presentation and assessment.
- 9.5.4 - Maintain test kitchen/ laboratory and related equipment and supplies.
- 9.6.9 - Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

KY Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

English/Language Arts Standards

- CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technical Literacy Standards

- Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
- Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Mathematics Standards

CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

21st Century Skills and Knowledge

- Health Literacy
- ICT (Information, Communications, and Technology) Literacy
- Creativity and Innovation

KOSSA Standards

- 3002.AA.3 Communicate and follow directions/procedures
- 3002.EA.5 Take and provide direction in the workplace
- 3002.EF.2 Contribute to the success of the team
- 3002.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
- 3002.EL.3 Seek and capitalize on self-improvement opportunities
- 3002.EN.1 Assume responsibility for safety of self and others
- 3002.EN.2 Follow safety guidelines in the workplace
- 3002.OE.2 Demonstrate a variety of cooking methods: roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, woking, convection, microwaving, and other emerging technologies
- 3002.OE.5 Prepare various meats, seafood, and poultry
- 3002.OE.6 Prepare various stocks, soups, and sauces
- 3002.OE.7 Prepare various fruits, vegetables, starches, and farinaceous items
- 3002.OE.9 Prepare sandwiches, canapés, and appetizers
- 3002.OE.10 Prepare baked goods and desserts
- 3002.OE.11 Prepare breakfast meats, eggs, cereals, and batter products
- 3002.ON.1 Assess the effect of nutrients on health, appearance, and peak performance
- 3002.ON.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span
- 3002.ON.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness
- 3002.OI.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions
- 3002.OI.5 Critique the selection of foods to promote a healthy lifestyle
- 3002.ON.1 Assess the effect of nutrients on health, appearance, and peak performance
- 3002.OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 3002.OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs
- 3002.OQ.5 Know the environmental impact of materials (e.g., solid, liquid, gaseous)
- 3002.OQ.9 Describe and explain chemical reactions including inhibitor

Learning Targets - [Click here to view Sample Learner Activities](#)

- Describe the nutritional benefits of fruit.
- Identify the six major types of fruit.
- Demonstrate methods for cooking and preparing fruits.
- Describe the nutritional benefits of vegetables.
- Identify the eight categories of vegetables.
- Demonstrate methods for cooking and preparing vegetables.
- Describe the nutritional benefits of grains.
- Identify the six grains used around the world.
- Label the three main parts of a grain kernel.
- Demonstrate methods for cooking and preparing grains.
- Describe the nutrional benefits of dairy.
- List the four different foods that come from milk.
- Analyze the effects of heat on milk and cheese.
- Describe the nutritional value of eggs.
- Identify and describe the three parts of an egg.
- Summarize and demonstrate the cooking methods for eggs.

Course Title	Foods and Nutrition	Grade Levels	10-12	Credit Value	0.5 - 1.0
Description	This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation and careers in nutrition and food service. Leadership development will be provided through the Family, Career and Community Leaders of America.				
Prerequisites	Recommended: FACS Life Skills				
Unit Title	<u>Careers in the Foodservice Industry</u>				

Technical Content

- 21. Students will categorize careers in nutrition/food service according to skill required and type of job.
- 22. Students will assess employment opportunities and preparation requirements.
- 23. Students will demonstrate employability and social skills relevant to the career cluster.
- 25. Students will demonstrate written, verbal and non-verbal communication skills.
- 28. Students will apply math, science and communication skills within technical content.
- 29. Students will demonstrate employability and social skills relevant to the career cluster.
- 30. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.

National Standards

- 8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 9.1.1 - Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
- 9.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 9.1.3 - Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Technical Literacy Standards

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Leadership and Responsibility
- ICT (Information, Communications, and Technology) Literacy

KOSSA Standards

- 3002.EL.4 Discuss the importance of flexible career planning and career self-management
- 3002.EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)
- 3002.EL.8 Describe the impact of the global economy on jobs and careers
- 3002.EM.2 Research and identify emerging technologies for specific careers
- 3002.OA.1 Determine the roles and functions of individuals engaged in food production and services careers
- 3002.OA.2 Explore opportunities for employment and entrepreneurial endeavors
- 3002.OA.3 Examine education/training requirements and opportunities for career paths in food production and services
- 3002.OA.4 Examine the impact of food production and services occupations on local, state, national, and global economies
- 3002.OH.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers
- 3002.OH.2 Explore opportunities for employment and entrepreneurial endeavors
- 3002.OH.3 Examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition
- 3002.OH.4 Examine the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies
- 3002.EK.2 Define jobs associated with a specific career path or profession

Learning Targets - [Click here to view Sample Learner Activities](#)

- Categorize careers within the nutrion and foodservice industries.
- Assess employment oportunties and preparation requirements.